**Course Syllabus**

**Sinte Gleska University**

**Fall Semester 2011**

**Course:** Educational Leadership/School and Community Relations

**Course Number:** EDAD 663

**Credit Hours:** 3 Semester Hours

**Instructor:** Steven L. Elwood, BS Ed. Social Science Composite, BHSU

MA Ed. Curriculum and Instruction, USD

MA Ed. Secondary School Administration, SDSU

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**WIKI Page:** http://edad669schoolandcommunityrelations.wikispaces.com/

**Office Hours:** Online Monday, Tuesday, & Thursday 7:00 – 8:00pm.

**Course Text:**

Bagin, Don, Gallagher, Donald R., & Moore, Edward H. (2008). The school and community relations, 9th edition. Boston, MA: Allyn and Bacon.

**Course Description:** This course serves as a capstone course for the Educational Leadership program students. Utilizing the knowledge and skills learned, and information gathered in previous educational leadership courses, students will be expected to identify the role a school should play within the community and the importance of the education leader’s placement in this context.

This is a blended delivery course. We will meet on Aug. 30, 2011 and the second Tuesday of each month following our start date. Class begins at 7:00 pm and ends at 10:00pm. We will meet in the Student Services Building on the SGU campus. The remainder of the course will be taught via the Internet.

As this is a discussion-based course, regular attendance is expected. As this is South Dakota in the winter, there may be occasions when we will need to make up a class, in which case we will come to an agreement of place and time (usually Todd County High School library). Assignments have due dates. Failure to meet the advertised due date will result in a reduced grade for that particular assignment. Assignment windows will be closed after two weeks, therefore it is imperative that you stay abreast of course work requirements. Finally, this is a graduate course. Your written communications will be commensurate with graduate level work.

**Course Outcomes/Objectives:** This course addresses Educational Leadership Constituents Council Standards (ELCC) 1-4,&6.

* Students who are successful in this course have the ability to demonstrate strong communication skills to stakeholders in the educational process.
* Students who are successful in this course have the ability to address community needs without losing site of the education responsibilities of the educational community.
* Students who are successful in this course have the ability to devise and execute a plan to accurately and frequently inform and gain the support of the larger public and community within their school districts.
* Students who are successful in this course have demonstrated the ability to apply research and data to solve problems and improve public perception of the school community.

**Course Requirements/Expectations:** It is the expectation of Sinte Gleska University and this instructor that all students will participate fully in all class assignments, activities, and face to face meetings. It is expected that in the face to face and online environments, that we will treat each other with respect, especially when we disagree with each other. It is expected that assignments will be completed and submitted on time as time is important to everyone involved in this course and lack of preparedness wastes every ones time.

**Plagiarism and Cheating are serious offenses**:

They are unethical and unprofessional.  Such offenses will be punished by failure to earn points for the assignments or pass the test.  The codes of conduct that govern this class include both the SGU Student Code as described in the Student Policy manual and the SD Teacher's code of Ethics.  These standards are the clearly written descriptions of appropriate behavior for those who are educational professionals.  Failure to follow such expected behaviors would result in lowered grades, failure of the course, and other appropriate disciplinary action.

Course Outline by Week-

Aug. 29 - Week 1 – Introductions, expectations, course syllabus, wiki registration, questions and answers.

Assignment – Read chapters 1-2. Write responses to the questions posted to the wiki. Post responses to the questions and respond to one other students post.

Sept. 6 - Week 2 – (Online) –Read Chapters 3-4. Write responses to the questions posted on the Wiki. Post responses to the questions and respond to two other students.

Prep for next week – Find and review your parent involvement policy for your district and individual school. Bring your schools parent compact with you to class week and prepare some questions for our guest speaker.

Sept. 13 – Week 3 – In Class (mandatory attendance – 50 pts.) Prepare to listen actively and participate with the guest speaker. Each student will bring at least two questions regarding parental involvement, parent compacts, and resources available from the SD Parenting Network to schools. Following the guest speaker we will compare and contrast the school parent compacts.

\*Online assignment – Read Chapters 5. Write responses to the questions posted to the wiki. Post responses to the questions and respond to one other students post.

Sept. 20 – Week 4 – (Online) – Read Chapter 6-7. Write responses to the questions posted on the Wiki. Post responses to the questions and respond to two other students.

Sept. 27 – Week 5 – (Online) – Read Chapters 8. Respond to the questions posted on the Wiki and reply to two other students. Submit your 3-5 page paper on your school/district emergency crisis plan. (Refer to the essay expectations and instructions to answer questions regarding your paper.)

Oct. 4 - Week 6 – (Online) – Read chapter 9-10. Respond to the questions posted on the Wiki and post your responses. Read and respond to one other student’s postings.

Oct. 11 – Week 7 – (In Class) – We will discuss chapters 9-10 focusing on emergency/crisis plans. Make sure and bring your plans with you as we will compare and contrast our plans with the intent of improving them if possible as well as determining what to share and not share with the public and why. If possible we will have a police officer available for questions and to hear the law enforcement perspective of crisis management in school situations.

Assignment – Read Chapter 11 and respond to the posted questions on the Wiki. Respond to the posts of two other classmates. Crisis Management paper due today.

Oct. 18 – Week 8 – (Online) Read Chapter 12. Respond to the questions posted on the Wiki and post your responses. Read and respond to two other student’s postings.

Oct. 25 – Week 9 – (Online) Read Chapter 13. Respond to the questions posted on the Wiki and post your responses. Read and respond to two other student’s postings. Post your school website evaluation to the Wiki.

Nov. 1 – Week 10 – (Online) Read Chapter 14 - 15. We will discuss chapters 14 -15 in class next week. Using information learned in chapters 14 & 15 prepare your campaign with a publication that you will distribute to the community.

Nov. 8 – Week 11 – (In Class) Discuss chapters 14 & 15. Produce and share a public relations publication in class. Be prepared to explain the elements of your publications, the message you are trying to convey to the public and why you chose the format you did for your publication. Chapter 14 & 15 provide several steps to the preparation of publications use these as a guide while designing your project.

Nov. 15 – Week 12 – (Online) Read Chapter 16. Prepare a campaign using the information learned in chapter 16. Outline the steps your will follow to convince constituents to vote to raise the mill levy, opt out of their property tax freeze, or adopt a penny sales tax to cover the operating expenses of your local school district. I will be looking for use of the elements discussed in Chapter 16. If you are not going to use some of the elements be prepared to explain why you did not use them or why they were not necessary for your campaign. Keep in mind our present economy, budget cuts, and any other financial factors that will need to be overcome to gain support for your proposal.

Nov. 22 – Week 13 – (Online) Thanksgiving - No reading assignment this week! Happy Thanksgiving and Christmas Shopping!

Nov. 29 – Week 14 – (Online) Read Chapters 17 & 18. Respond to the questions posted on the wiki as well as to the postings of two of your classmates.

Dec. 6 - Week 15 – (Online) Complete and submit chapter 17 & 18 posts.

**Assignments and Due Dates**

1. Review research linking parental involvement with student and school success and achievement. Write a 750-1000 word report on key findings and recommendations on ways in which schools might use communication to bolster parental involvement and support student achievement.

Due September 25th……………….100pts

1. Write a 3-5 page reflection paper on your school crisis management plan. Compare your plan to that of school districts in other states. How was your plan similar and different from that of other schools? Explain how your schools plan was devised, implementation of the plan, and training of staff members on the plan, and public awareness of the crisis plan. Explain the roles you as the principal have in the execution of the plan. Who do you call, what actions do you take in the building, who are your support people. Due Oct. 11th. ………………….100pts
2. Visit at least three school district websites. Compile an inventory of the types of information available on each site. Identify what and how each site’s appearance and organization contributes to the overall image and ease of use of each site. Write a comparative analysis of the three sites, noting what components of each site you believe to be particularly effective and ineffective at communication with key audiences. Include the site URL or web address. At least one of the sites needs to be from a state other than South Dakota.

Due Oct. 25th…………………..50pts

1. Produce and share a public relations publication in class. Be prepared to explain the elements of your publications, the message you are trying to convey to the public and why you chose the format you did for your publication. Chapter 14 & 15 provide several steps to the preparation of publications use these as a guide while designing your project. Due November 8th……………….50pts
2. Prepare a campaign using the information learned in chapter 16. Outline the steps your will follow to convince constituents to vote to raise the mill levy, opt out of their property tax freeze, or adopt a penny sales tax to cover the operating expenses of your local school district. I will be looking for use of the elements discussed in Chapter 16. If you are not going to use some of the elements be prepared to explain why you did not use them or why they were not necessary for your campaign. Keep in mind our present economy, budget cuts, and any other financial factors that will need to be overcome to gain support for your proposal. Due November 15th………………50pts
3. Write a 500 – 1000 word essay concerning the perception of your school to students, parents, and community members. Is their perception positive or negative and why? What is your perception of the school, students, parents, and community and how does your perception impact the portrayal of your school by you to others? What is the public perception of education; both public, private, charter, and special population schools i.e. reservation schools both BIE and grant schools? Who do we impact the image of our schools and education as a whole to the public enhancing relationships with our communities?

Due December 2nd……………..100pts

1. Develop a profile of your school and community. Include the population of your community, including factors to provide a complete picture of your community such as race and ethnicity, median family income, homes owned, homes rented, social and community organizations, crime rate and top 5 crimes committed by frequency, and community influences. With the above factors in mind create a school profile. Include graduation rate, reading and math scores as reported by the state, attendance, discipline i.e. ISS/OSS/Expulsion, and post secondary attendance and graduation/completion rates. Write a paper comparing and contrasting the information discovered in the completion of the two profiles explaining your findings and planning how you would share this information with the community to make improvements or promote continued growth. Due Dec. 6th…………….100pts
2. Attend a minimum of three school board meetings. Write a synopsis of each meeting to include topics discussed, how decisions were reached, participation from attendees, and your opinion of the educational impact of the decisions made. In other words explain how the school board’s decisions impacted student learning. Finally, explain if school board meetings are public meetings. Why or why not? Support your explanation with documented evidence.

Due December 6th……………………………………………… 50 pts

Question responses and reactions to classmate’s posts

…………………………………………………………………10pts X 10 100 pts

Class Participation and Questions 9-13-11 …………………….. 50 pts

**Total ………………………750 pts**

**Grading:**

**A – 90 – 100**

**B – 89 – 80**

**F - 79 - below**